

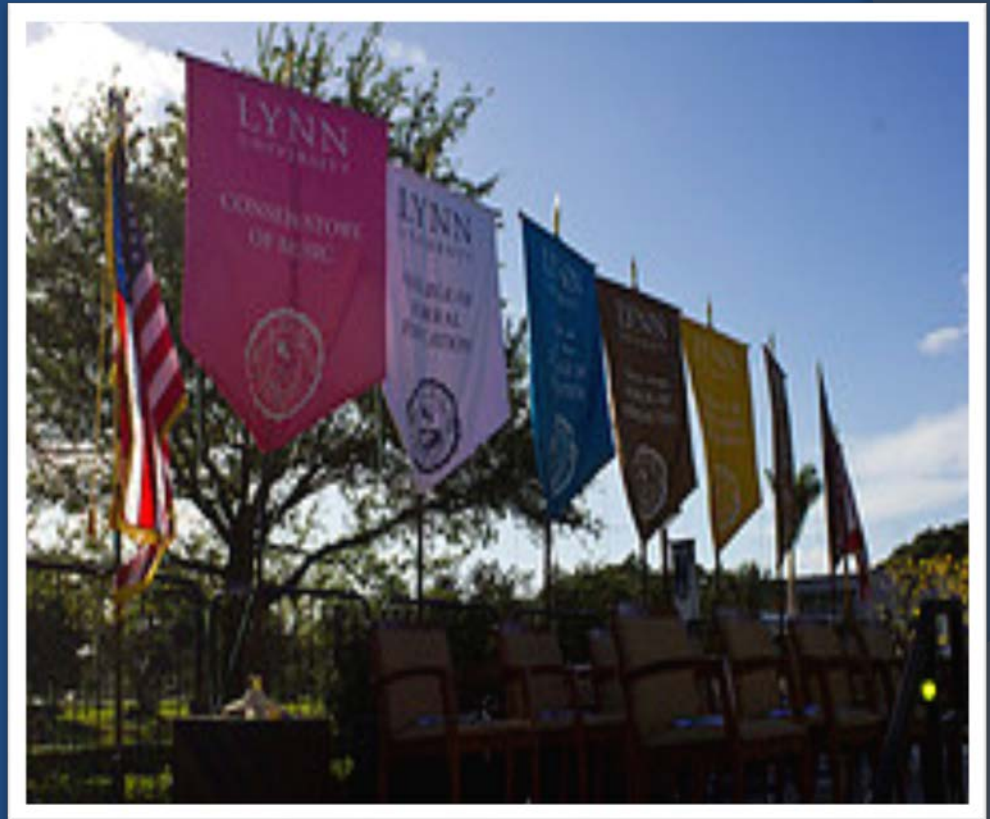
THE CITIZENSHIP PROJECT: INCORPORATING CIVIC RESPONSIBILITY INTO THE CURRICULUM THROUGH COMMUNITY POLICING

Sindee Kerker, J.D.

**Associate Professor of Criminal Justice
Lynn University**

Lynn University J-Term

- ❖ **Dialogues of Innovation: 2009**
- ❖ **2 ½ week educational program**
- ❖ **Mission: to provide intensive & innovative learning opportunities outside traditional academic setting**
- ❖ **Experiential learning**



Lynn University J-Term Goal

- ❖ **Develop leadership skills**
- ❖ **Demonstrate greater global understanding**
- ❖ **Become civically engaged**
- ❖ **Become socially responsible citizens**

Preparation For Citizenship

What Does it Mean to be a Citizen in the 21st Century?

- ❖ “Now undergraduates in America make up a large share of a generation in which civic apathy is the norm.”
- ❖ “A majority of young Americans turning 18 will have grown up in a home in which no parent has ever voted.”

Active Citizenship

- ❖ “An effective active citizen is a person who understands the obligation and undertakes the responsibility to improve community conditions, build healthier communities and address social problems.”

Tufts University Jonathan M. Tisch College of Citizenship and Public Service

- ❖ Knowledge about economic, political and social issues
- ❖ Fully understand roles and responsibilities as active participants at local and global levels



Citizenship Project: J-Term 2012

- ❖ Provide all first-year students with a highly structured, integrated learning experience
- ❖ 21 two-credit hour courses- 420 students
- ❖ Citizenship-related thematic areas
- ❖ Intellectual learning experiences linked directly to service learning projects within local community

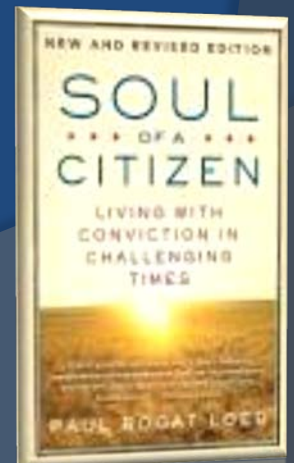
Student Learning Outcomes

Upon completion, students will be able to:

- ❖ Evaluate a civic issue from multiple perspectives
- ❖ Identify and describe examples of civic engagement and articulate the relationship between service and citizenship
- ❖ Demonstrate a positive shift in attitude toward the value of citizenship
- ❖ Show an increased desire to understand and to be engaged in the political processes that shape the larger community

Common Readings

- ❖ Graham, Bob. *America, The Owner's Manual: Making Government Work for You*. Washington D.C.: CQ Press, 2010. Print.
- ❖ Bok, Derek. "Preparation for Citizenship" in *Our Underachieving Colleges*. Princeton: Princeton U.P., 2006. Print.
- ❖ Loeb, Paul. "Making our Lives Count" in *Soul of a Citizen: Living with Conviction in Challenging Times*. St. Martin's, 2010. Print.



Common Lectures and Activities

- ❖ Senator Bob Graham
- ❖ Dr. Robert Watson: *“Can One Person Make a Difference?”*
- ❖ Voting Registration Drive
- ❖ TOMS Shoes Party: Blake Mycoskie
- ❖ *“Our Green Future,”* Panel Presentation

Experiential Learning Component

Citizenship-Related Thematic Areas with Community Partners

Habitat for Humanity

- ❖ Poverty, social inequality, social justice



Gumbo Limbo

- ❖ Environmental justice, stewardship and sustainability

Palm Beach County Sheriff's Department and United Way

- ❖ Building community, service and social justice as well as urban and community politics



Community Policing: Course Description

Provide students with basic understanding of philosophy behind community policing

Students work side by side with community police officers on service projects

1. Picking up trash on beach
2. Removing graffiti off walls on storefronts & public areas
3. Painting & landscaping homes

Course illustrates significance of relationship building between police officers and its neighborhood citizens



Course Specific Learning Outcomes

Upon completion, students will be able to:

- ❖ **Summarize Theories of Community Policing**

Kappeler, Victor & Gaines, Larry. *Community Policing: A Contemporary Perspective*, 5th ed., Newark, NJ: Anderson Publishing: LexisNexis Group, 2009

- ❖ **Evaluate Community Policing Programs**

Palm Beach Sheriff's Office (PBSO)
Coral Springs Police Department
Delray Beach Police Department

- ❖ **Identify Strategies for Engaging Communities in Community Policing**

- ❖ **Become Civically Engaged and Realize Involvement in Community can Make a Lasting Difference**

Why Community Service?

- ❖ **Staff: Laurie & Tammy: “Make a Wish” Foundation**
 - Wishes for terminally ill children
- ❖ **Peer Mentor: Tom: Students For The Poor, Haiti**
 - Journey of Hope: survived 2010 Haiti earthquake
- ❖ **Prof. Kerker: Food For The Poor, Nicaragua**
 - Knights Unite: Day of Caring



Measurement

- ❖ Demonstrate whether the integrative structure of classroom and experiential learning increases student learning relative to citizenship and the impact of January Term within the first-year experience
- ❖ Embedded assessments include a prepared survey instrument and common essay assignments based on common measurements
- ❖ Pre- and post-test survey linked to content-based SLO 1 and 2 (two essay prompts: 150-200 words)
- ❖ Pre- and post-test 23-item survey using 5-point Likert scale linked to SLO 3 and 4 (measures allow for internal comparisons of students before and after their experience)

THE CITIZENSHIP PROJECT ASSESSMENT ACTIVITIES

SLO	MEANS OF ASSESSMENT	ASSESSMENT SCHEDULE	ADMINISTERED & ANALYZED:
SLO1: Evaluate a civic issue from multiple perspectives	Content Based SLO: Pre- and Post-Test <ul style="list-style-type: none"> Two essay prompts (150-200 words) 	Pre-Test: 1/4/12 Post-Test: 1/20/12	Office of Academic Affairs <ul style="list-style-type: none"> Review Team of 2 or 3 select <i>Citizenship Project</i> faculty & OAA Qualitative review of 25% of writing samples. Analyzed for prevalent or recurring themes
SLO2: Identify and describe examples of civic engagement and articulate the relationship between service and citizenship	Content Based SLO: Pre- and Post-Test <ul style="list-style-type: none"> Two essay prompts (150-200 words) 	Pre-Test: 1/4/12 Post-Test: 1/20/12	Office of Academic Affairs <ul style="list-style-type: none"> Review Team of 2 or 3 select <i>Citizenship Project</i> faculty & OAA Qualitative review of 25% of writing samples. Analyzed for prevalent or recurring themes
SLO3: Demonstrate a positive shift in attitude toward the value of citizenship	Attitudinal SLO: <ul style="list-style-type: none"> Pre- and Post-Test 23-item survey-5-point Likert scale Includes measures for attitude (SLO 3) created internally (5 items) Includes two constructs Interpersonal Social Responsibility (6 items) & Global Citizenship (7-items), taken from the <i>Global Perspectives Inventory</i> (GPI) (Braskamp et. al.) 	Pre-Test: 1/4/12 Post-Test: 1/20/12	Office of Academic Affairs <ul style="list-style-type: none"> Data Collection, Analysis and Interpretation Measures allow for internal comparisons of students before and after the experience GPI scales allow for comparisons of Lynn University students to those from other institutions.
SLO4: Show an increased desire to understand and be engaged in political processes that shape the larger community	Attitudinal SLO: <ul style="list-style-type: none"> Pre- and Post-Test 23-item survey-5-point Likert scale Includes measures for attitude (SLO 4) created internally (5 items) Includes two constructs Interpersonal Social Responsibility & Global Citizenship (13 items), taken from the <i>Global Perspectives Inventory</i> (GPI) (Braskamp et. al.). 	Pre-Test: 1/4/12 Post-Test: 1/20/12	Office of Academic Affairs <ul style="list-style-type: none"> Data Collection, Analysis and Interpretation Measures allow for internal comparisons of students before and after the experience GPI scales allow for comparisons of Lynn University students to those from other institutions.

Citizenship Project Impact

- ❖ **Five Year Plan**

- ❖ **Completed Year Two**

- ❖ **Preliminary Results**

- Attitudinal change toward value of citizenship
- Increased interpersonal social responsibility
- Increased interpersonal global citizenship

- ❖ **Community Policing Students**

- Benefit Concert: Nicaragua: Feb 2012
- Curb Appeal by the Block: Delray Beach, Florida
March 2012 & April 2013



Sindee Kerker J.D.
Associate Professor of Criminal Justice
skerker@lynn.edu
(561) 251-9689